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SOCIETY FOR CURRICULUM STUDY
CURRICULUM JOURNAL

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SOCIETY FOR CURRICULUM STUDY

Office of the Chairman of the Executive Committee
Western Reserve University
Cleveland, Ohio

SOCIETY FOR CURRICULUM STUDY

A professional organization including the following workers: curriculum directors in county, city, and state school systems; other administrative and supervisory officers who are primarily interested in curriculum; classroom teachers who are working on special curriculum problems; research workers and authors of curriculum studies; college and university instructors; curriculum workers in non-school organizations; and others who are especially interested in this professional field. Membership upon application to the Executive Chairman. Annual dues \$2.00 per year, including the Curriculum Journal.

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CURRICULUM JOURNAL

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NEWS NOTES

Integration at Harvard. A tendency toward the acceptance of the principle of integrated learning in higher education is reflected in the announcement that President Conant of Harvard University is vigorously advocating the elimination of barriers between specialized fields of knowledge. As a beginning, a professor will be appointed whose function it will be to do the missionary work as he moves from department to department. A new doctorate will be granted to candidates who master a unified knowledge of six major fields of study. For undergraduates the requirements have been liberalized to provide a broader selection of courses. The departments of botany, zoology, and physiology have been merged into a division of biology.

A Profession Builds a Curriculum. The Course of Study in Dentistry just published by the Curriculum Survey Committee of the American Dental Association is the result of a five-year program of study. It summarizes the oral health conditions of the people, analyzes the responsibilities of dentistry, states the objectives of undergraduate dental education, and sets forth in considerable detail the knowledge, skill, and experience which the student should acquire.

This report is the first attempt of a profession, working on a national basis, to outline in detail a curriculum in its field. The content of the courses was determined by sub-committees of dental teachers appointed by the Curriculum Survey Committee. The Committee reports were studied by the dental schools of the Association before the curriculum as a whole was finally adopted. The educational advisers were Mr. W. W. Charters and Mr. Floyd W. Reeves. The Executive Secretary for this project is Mr. Lloyd E. Blauch, 311 East Chicago Avenue, Chicago, Illinois.

Baltimore Program of Curriculum Revision. In the spring of 1935, the Baltimore Public Schools launched a new five year program of curriculum revision. Initial meetings of all administrative officers were held and curriculum experts were invited to participate. At the beginning of the fall term of 1935-36, city-wide mass meetings of elementary and secondary teachers were held and the matter placed before them by the Superintendent. This has been followed by the appointment of a general curriculum committee of more than one hundred members which held its first meeting on October 29, 1935, to consider the topic, "The Function and Scope of Education in a Social Democracy". This has been followed by the appointment of sub-committees dealing with such topics as "Effect of Technological Development upon Society", "The Family in Present Day Life", "International Problems and Their Import", "Disrespect and Attitudes toward Authority", "The Government in Relation to Social Welfare", "Evolution in a Social Democracy", "Function and Scope of Education in a Social Democracy", and "The Conservation of Natural Resources". (J. L. S. in the Baltimore Bulletin of Education.)

A Quinquennial Stock Taking. The current annual report of the Superintendent of the Minneapolis Public Schools takes the form of an inventory of the accomplishments of the five depression years. The chapter devoted to the curriculum reveals a re-examination of values and an attempt to make readjustments. A fundamental analysis of the junior high school curri-

culum was made which when completed should result in a number of changes. A new cumulative record will replace four records now in use. All courses of study in English were revised. In arithmetic, study and experimentation have been directed toward making this subject more meaningful and useful. Work on the revision of social studies courses in the elementary and junior high school grades will eventually include the senior high school. Experimentation in the field of science and the development of new materials is reported for the first eight grades. Prudence Cutright, assistant superintendent, is in charge of curriculum revision.

A Report from Virginia. The most important curriculum activities which have been carried on in the State during 1935 have been those dealing with the development of the core curriculum concept in the secondary schools of the State. Having completed the curriculum program from the elementary schools, we are now in the process of projecting the program through the four years of the high school. Real progress has been made since reports of the several committees are now being put into mimeographed form and furnished the teachers of the several fields of work in the State.

In addition to these activities, we are gradually getting under way a teacher-training program, in keeping with the demands of the curriculum implications for such a program. It is very obvious to us who are dealing with it, that the revised curriculum for the State will demand better prepared teachers, with broader training in the several fields of knowledge, and with a greater knowledge of child growth and psychology. To this end we are directing the teacher-training program in the State. Sidney B. Hall, Superintendent of Public Instruction, Richmond, Virginia.

University of Iowa Elementary School. After about ten years of careful writing and re-writing, and experimenting with the organization and teaching methods, we have published our Course of Study in Pioneer Life. This contains the problems to be solved, references for both children and teacher covering the problems, activities which may grow out of the units, and suggested related lessons. It is published by the Extension Division, Bulletin No. 375.

Again we have experimented with science units in the first six grades. The number has been reduced to about three or four units per grade. The chief effort last year was directed toward grade placement of the units, methods which would permit of more participation by the children, and the determination of underlying principles which could be comprehended at the different grade levels. We are looking forward within another year to the publication of the units.

A unit on the "History of How People Have Met Their Health Needs" was again carried through and revised. Particular attention was given to the availability of material at the sixth grade level, and to the organization of the unit to include more of the modern problems of sanitation. After this year's re-organization of the unit, we are hoping that materials will be well enough crystallized for publication. Maude McBroom, Principal, Elementary School, State University of Iowa, Iowa City, Iowa.

Pennsylvania Department of Public Instruction. The Department of Public Instruction during the past year has published a number of bulletins dealing with curriculum problems and related administrative problems. These bulletins include the following: Organization and Administration of Special Education Classes for the Orthogenic Backward; Parent Education Manual; Conference Methods for Foremanship Training; Reporting Pupil Progress in School; Geographic Education in Elementary and Junior High Schools; The Use of Radio in Developing Instructional Programs; Sight Conservation and Sight-saving Classes; Suggestions for Developing Units of Study in Motion Picture Appreciation; Highway Safety; Organization and Administration of Extension Schools, Classes and Centers.

One of the most important aspects of the work this year has been the development of an experimental program in rural schools. The approach in this project has been to establish centers in each of the counties. The work has revolved itself around the inauguration of the block program. William H. Bristow, Director, Curriculum Bureau, Department of Public Instruction, Harrisburg, Pa.

Little Rock Public Schools. This year we decided to give our time and efforts to studying what others think and say concerning the curriculum and curriculum procedures. All teachers are meeting twice monthly for this purpose, once in a general meeting where selected speakers review particular phases of curriculum making, the other meeting is in the local school where problems raised by the speakers at the general meetings are discussed informally at a round table type of meeting. Chas. F. Allen, Supervisor of Secondary Education, Little Rock, Arkansas.

Curriculum Plans in Illinois. At the High School Conference held at the University of Illinois in November, 1934, a committee of the History Section was appointed to consider the feasibility of an effort to construct a curriculum in the Social Studies for Illinois high schools. This group reported to the 1935 Conference, and its recommendations, including the setting up of a state steering committee and the formulation of a state study program, were accepted by the History, Geography, and the Administrative Section of the Conference. Provision was also made at this session for the merging of the History and Geography sections.

A state steering committee has been organized, with Mr. William Habberton as chairman and Mr. Samuel Everett as curriculum consultant. The first meeting of the group was held at Springfield on December 27, and arrangements were made for inaugurating the program. Simultaneously, a comparable English group was in session.

In order to give impetus and direction to the program the College of Education of the University of Illinois is planning a five-day conference on the curriculum to be held in connection with the 1936 Summer Session. Special courses on the curriculum will also be offered in the College of Education during the Summer Session.

Students Organize Curriculum Club. Students at Teachers College, Columbia University, specializing in the field of the curriculum, have organized themselves into a Curriculum Club. The purpose of the group is to

promote the interests and activities of curriculum workers at Teachers College and to cooperate with the Society for Curriculum Study. The organization hopes to work out a plan of affiliation as a unit in our Society which raises a new problem of policy to be considered by the Executive Committee. Since the Membership Committee has undertaken to form state-wide curriculum groups, it might also undertake the encouragement of groups in universities and city school systems.

Voluntary Groups Study Secondary Education. Under the auspices of the Department of High School Principals of the Michigan Education Association, seventy-one schools organized voluntary discussion groups to consider the purposes and principles which should guide secondary education. The Department furnished bibliographies and reading materials. An appraisal of the program revealed many valuable outcomes. The project was carried out under the chairmanship of Edgar G. Johnston of University High School of the University of Michigan.

University of Michigan Offers Field Course in Curriculum. The School of Education of the University of Michigan is offering a field course in response to demands for a critical examination of the curriculum. The course is offered in two parts: 1) The issues and recommendations in reports of state and national committees; 2) new practices in selected schools. The content of the course is presented in two monographs prepared by committees of the staff of the School of Education. Members of curriculum committees throughout the state are invited to participate in the course. The monographs are listed elsewhere under new publications.

Report of the Commission on the Relation of School and College, of the Progressive Education Association. Mr. Wilford M. Aikin, Chairman of the Commission, has compiled a report of the tendencies now apparent in the work of the thirty secondary schools participating in the experiment. The report is organized under the headings, "Administrative Changes", "Curriculum Changes", and "Changes in Methods of Teaching". It may be procured by writing to Mr. Wilford M. Aikin, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

The News Letter. The Bureau of Educational Research, Ohio State University, has inaugurated a new service which will keep teachers informed about the three great mediums of mass communication: radio, press, and motion picture. The chief aim of the enterprise is to help the pupil to use mass information with intelligence and discrimination. For the present this publication is being sent mainly to secondary school teachers of English and social studies. The editors are Edgar Dale and Keith Tyler, both members of the Society.

STEPS IN CURRICULUM CONSTRUCTION

By M. Madilene Veverka, Director,
Division of Curriculum
Los Angeles Public Schools

1. Courses of study should be made by persons who understand that field of educational activity. It is wasteful to have persons who do not know the technique of curriculum building.
2. There should be developed a point of view and a basic core of material in the several fields for any large area like California or the west or southern California or the bay section. Then using this core as the foundation the different localities might supplement and develop materials suitable to their needs.
3. A group of people interested in curriculum making should formulate a philosophy of education to which they subscribe. That philosophy should indicate clearly what they conceive education to be. Many fine statements of this nature have been made by our great educational philosophers and these should be assembled and integrated into some sort of declaration of faith. In this would be indicated what this group conceived to be the place of a child in the world and in the educative scheme generally, what is the value of subject matter, and certain principles underlying method.
4. There should be set up very definite understandings, skills, habits, ideas, which should be possessed by an educated child or person generally. These should be much fewer than are generally listed because sometimes the aims are so dissected that teachers lose themselves in the maze.
5. There such a group should canvass the field of subject matter, organize it into large units of experiencing, problem solving and doing. There should be a definite effort to cut across subject matter lines, to launch into untried fields and to use any material which will help to clarify the understandings, etc., set up as aims.
6. Beginning with even the nursery or kindergarten the understandings, etc., once agreed upon and set up should be familiar to all those who are going to teach and all school room activities should be checked as to whether they have everything to do with or whether they promise to help realize these objectives. Many units of work make a tribute toward the realization of any one of such understandings, etc.
7. Children learn through direct and also through various vicarious experiences. The greatest source of vicarious experiences are the books that are used both in their recreational reading. Books should be carefully analyzed by experts to determine first, whether they are appropriate to the maturity and vocabulary power of the child using them, and second, whether the particular book makes its rich contribution toward the realization of the understandings, etc., set up.

8. Developing a group of educators who subscribe to such understandings, skills, etc., as indicated above, then there should be worked out a system of scientific tests and checks which will deal not alone with the traditional subject outcomes but with changes and growth wrought in personality and in behaviors, attitudes and ideals of children concerned.
9. The greatest factor in carrying forward this kind of education are the classroom teachers themselves, and no curriculum however well built can hope to be realized unless these dealing with children have not only this point of view but the techniques necessary for teaching in such a way that this kind of education will be moving forward.

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PROMOTION OF CURRICULUM STUDY : MEMBERSHIP
COMMITTEE REPORTS

By R. D. Russell, University of Idaho

It appears to me that a direct attack on promoting curriculum work in the various states through the instrumentality of the Society would result in an increase in membership. It appears to me a little more dignified to make membership a result of service rendered through the organization than a straight membership drive of the usual type. To accomplish this purpose, I propose that the Membership Committee be converted into a Committee for the Promotion of Curriculum Work.

It is our idea that through the organization of state curriculum societies, we can best promote curriculum work by using the national Society as a means. Idaho has already organized a state society for Curriculum Study. Mr. W. W. Gartin, Assistant State School Superintendent and Chairman for Idaho, arranged a program for our last meeting of the State Teachers Association in November. This program consisted of three things: 1. a talk by Mr. Gartin, himself, on "The Advantage to curriculum workers of membership in the Society;" 2. a talk by the Chairman of the State Textbook Commission; 3. reports from curriculum workers on elementary and high school courses of study.

This meeting was so arranged that no other meetings conflicted with it. It was voted at that meeting to form an Idaho Society for Curriculum Study under the auspices of and patterned after the national Society. This Society is independent of the State Teachers Association and also independent of the official curriculum committees of the State Board of Education. Although it is independent of any external authority, the plan is to include in it officials appointed by the State Board of Education in both elementary and high school work.

Next year we shall have a program in connection with the meeting of the State Teachers Association. At this program all types of curriculum work in the state will be discussed. It is planned that the meeting will be so scheduled that no other program will conflict with it. Our plan is to use

an organization of this type for making curriculum work in our state less exclusive. There are a number of things we haven't worked out as yet. One thing is the qualifications for membership on the Executive Committee.

There will be no annual dues involved. Officials in the organization will be expected to be curriculum leaders. Naturally, they will be expected to be in touch with curriculum activities through the national Society for Curriculum Study. The present members of the Executive Committee include all Idaho people who are members of the national organization. Reorganization and improvement along the lines described above will be made at a meeting next spring.

Letters from Mr. Ed McCuiston, State Chairman of Arkansas, have the following to say with reference to his program:

"Thanks for your letter suggesting that state chairmen organize curriculum conferences. At our Arkansas Education Association, to be held in Little Rock on November 7, 8 and 9, our state curriculum program will be planned as the main feature of the combined sections of city superintendents and principals and the department of superintendence, made up of all of the County Examiners and local administrators and supervisors. We shall have practically all of the leading school men in this division. We are to have Dr. Le Brant from Ohio State, Mr. Neville from John Burroughs school, St. Louis, and Dr. Knudsen from Peabody College to lead the general discussion group. Also, Dr. Campbell and Dr. Caswell, General Consultants for our four year program, will participate. Representatives from all teacher training institutions in the state will also take part."

"I have not made a personal study of the relationship which the Society for Curriculum Study desires with the state organization and like Idaho, I feel that the Arkansas program needs a more definite "hook up" with the Society. I suggest that as General Chairman, you compose a core curriculum letter which could serve as a basis for letters in the various states. In Arkansas we might add any local touches felt necessary and distribute them to perhaps one hundred leading school men. This letter would be signed by our state committee."

"The Executive Committee which we reported to you is selected from our state committee on curriculum reorganization and would have charge of any membership drive for the Society in this state. At our recent state Educational Association meeting, two hundred copies of "Building America", Food and Housing Editions, were distributed."

Virginia Anticipates a Program

Dr. J. Paul Leonard, State Chairman for Virginia, writes as follows:

"The State Department of Education is cooperating with me in asking the executive committee of the Virginia Education Association to establish next year a curriculum division of the Virginia Education Association. This will be presented to the executive committee of the Virginia Education Association at its next meeting, and if it is acted upon favorably

by them, we will arrange a program for this division at the next annual meeting. I shall keep you in touch with the results."

It will be noted that the relationships of the curriculum organizations to the State Teacher's Association and to official curriculum workers differ. In Idaho, it is an independent curriculum society just as the national Society is. In Arkansas, it is apparently an organization of official curriculum workers. In Virginia, the plan seems to be to make it a section of the State Teachers Association. In some states membership has already more than doubled. In other states where there are no members or relatively few members, it is difficult to secure committees to do the work.

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MEMBERSHIP IN THE SOCIETY BY STATES

December 27, 1935.

Alabama	- 6	Nebraska	- 0
Alaska	- 1	Nevada	- 0
Arizona	- 2	New Hampshire	- 0
Arkansas	- 5	New Jersey	- 6
California	- 26	New Mexico	- 4
Colorado	- 8	New York	- 37
Connecticut	- 1	North Carolina	- 2
Delaware	- 1	North Dakota	- 1
District of Columbia	- 4	Ohio	- 24
Florida	- 1	Oklahoma	- 6
Georgia	- 9	Oregon	- 3
Hawaiian Islands	- 2	Pennsylvania	- 20
Idaho	- 8	South Carolina	- 3
Illinois	- 19	South Dakota	- 4
Indiana	- 6	Tennessee	- 11
Iowa	- 8	Texas	- 23
Kansas	- 2	Utah	- 9
Kentucky	- 12	Vermont	- 0
Louisiana	- 1	Virginia	- 7
Maine	- 0	Washington	- 6
Maryland	- 5	West Virginia	- 1
Massachusetts	- 6	Wisconsin	- 4
Michigan	- 22	Wyoming	- 3
Minnesota	- 14	British Columbia	- 1
Mississippi	- 12		
Missouri	- 11		175
Montana	- 0		192
	192		367

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STATE CURRICULUM DEPARTMENT

SAFETY EDUCATION

The National Safety Council has published during the past few weeks two bulletins which review available publications of state departments and city school districts dealing with safety education.

In the first of these bulletins, No. 34, "Safety Publications of State Departments of Public Instruction," twenty states are named which have published courses of study or manuals in this field:

Alabama	Indiana	Minnesota	North Carolina	Rhode Island
California	Iowa	Nebraska	Ohio	Tennessee
Connecticut	Massachusetts	New Hampshire	Oregon	Utah
Georgia	Michigan	New Jersey	Pennsylvania	Wyoming

There are six states that have special publications on the safety patrol; Indiana, Minnesota, New Jersey, Ohio, Pennsylvania, and Washington; and five with special publications on school buses; California, Massachusetts, New Jersey, New York, and Ohio.

Miss Marian Telford who is responsible for the preparation of the bulletins for the National Safety Council has included a list of these bulletins, with a carefully prepared summary of the contents of each.

In the second bulletin of the series, No. 35, "Selected Safety Publications of City School Departments", fifteen cities are mentioned as having outstanding publications dealing with safety education:

Baltimore	Fort Wayne	Minneapolis	St. Louis
Cleveland	Kansas City	New Bedford	Springfield
Detroit	Louisville	Philadelphia	Worcester
Des Moines	Los Angeles	Providence	

The bulletins of each of these cities are listed and annotated.

The two bulletins of the National Safety Council can be secured by writing to One Park Avenue, New York City.

RECENT PUBLICATIONS OF STATE DEPARTMENTS

The following new publications of state departments have been received since the publication of a similar list two months ago. This section is included in order that those responsible for state curriculum programs may know of new publications as soon as possible after they are available.

Nature Study Units and Suggestions for the Elementary Grades. Compiled by the Research Committee, Michigan Association for Childhood Education. 130 pages. A presentation of numerous suggestions and contributions for use in planning nature study units.

Geographic Education in Elementary and Junior High Schools. Bulletin 91 of the Department of Public Instruction, Pennsylvania. Harrisburg, 1935. 183 pages. A bulletin suggesting methods for developing courses of study in geography.

Manual for Graded Elementary and Secondary Schools. State Department of Education, Minnesota. St. Paul, August 1935. 118 pages. Laws and rules of the State Board of Education governing graded elementary and secondary schools, junior colleges and superior ungraded schools.

Physical Education Syllabus Book IV. Secondary Schools. Boys. No. 1062 University of the State of New York Bulletin. University of the State of New York Press, Albany, N. Y. 235 pages. Suggested materials for a physical education curriculum to provide for individual needs and to meet present-day situations.

A Manual of Health and Physical Education. Bulletin No. 296 of the State Department of Education of Louisiana. New Orleans, Louisiana, August 1935. 238 pages. A bulletin describing a correlated health and physical education program for Louisiana.

Science Guide for Elementary Schools. - Department of Education, Sacramento, California. A series of informational bulletins published monthly. Vol. II No. 1 Tide-Pool Animals. Vol. II No. 2 Man's Tools.

A Course of Study in Bookkeeping for Senior High Schools. Bulletin No. 84 of the Department of Public Instruction of Pennsylvania. Harrisburg, Pennsylvania, 1935. 60 pages. Principles of bookkeeping approached from the standpoint of personal and social value and based on the needs of everyday life.

Educational Bulletin: List of Textbooks Approved by State Textbook Commission of Kentucky. 1935-40. Department of Education, Frankfort, Kentucky. April 1935. Vol. III No. 2. 88 pages. A list of textbooks adopted by the State Textbook Commission on February 13 and March 1, 1935.

Educational Bulletin: State Course of Study and Rules and Regulations of the State Board of Education. Department of Education, Frankfort, Kentucky. May 1935. Vol. III No. 3. 24 pages. State Course of Study for Grades 1-12. Forms used in planning and financing building projects are also included in this bulletin.

Educational Bulletin: Library Service Available to the Public Schools of Kentucky. Department of Education, Frankfort, Kentucky. January, 1935. Vol. II No. 11. 79 pages. Sets forth some of the important factors to be considered in establishing a school library service plan, and emphasizes the need for such a plan in Kentucky.

Educational Bulletin: Problems in the Organization and Supervision of Instruction. Department of Education, Frankfort, Kentucky. June, 1935. Vol. III No. 4. 60 pages. Suggestions to superintendents and teachers on methods of organization and supervision and means of improving instruction.

REVIEW

Leining, Edna B. - Millions of Years in a Winter. A Lincoln School Curriculum Study. Bureau of Publications, Teachers College, Columbia University, 1935. 197 pp.

Millions of Years in a Winter is the story of an adventure in Science by a group of fourth grade children. "Emphasis upon growth in dynamic wholes rather than isolated parts of experience,"¹ expresses the author's philosophy of education. The relationship of the neighborhood environment, the library, specialized departments, the school, the parents, and all other available agencies in the educational process is emphasized. Values and limitations of various techniques and classroom procedures are discussed. Lists of problems, confronted by the children, are stated and attempts to resolve them show the definite need for careful teacher guidance.

The diary record of any educative experience is an honest effort to portray the entire situation and its use is to be commended. We are able to see the entire growth pattern not an isolated part of living. Concepts, vague and uncertain in their beginnings, gradually enlarge and become more accurate and definite through first-hand experiences. The activities through which these children gained new ideas will make it more possible for them to understand that any social order is not static but a growing process. No pattern of living can be settled for all time, as the way in which we live is always conditioned by varying circumstances.

The teachers accustomed to logical outlines, and to definite ready made problems with classified answers should re-read this book before passing judgment. No claims of perfection are made, the value of tool subjects is not minimized, and the pre-view tends to insure organization without limiting the unit. Individual differences are recognized and balance is preserved.

The scientist may feel that the concepts and large generalizations are too vague and dependent upon a background impossible to children of fourth grade age. This record, however, should not be judged on difficulty of material and grade placement as the children described were admittedly superior in ability and educational opportunities.

The details of the scientific experiment and testing program show a deep understanding of, and a belief in, organismic psychology. Test factors were important but, "The educational welfare and the interests of the four groups of children had to be guarded at all costs."²

The types of tests and their interpretation exemplify the same frankness as the diary record and gives to the reader objective evidence. The essay and private interview are particularly interesting to the classroom teacher. No other form of tests could so well measure learnings in the

¹ Editors' Introduction.

² p. 122.

process of development. The samples of essays, stenographic reports, and test results all show how difficult it is to draw exact conclusions.

The reviewer feels that this book shows teaching as a creative task, and that the child today lives in a scientific environment that should have significance to him. The basic emphasis of the adventure is illustrated by the following paragraph:

"Many adults who have grown to maturity, before coming into contact with some of the fundamental ideas in science, have experienced emotional conflicts thru the necessity of adjusting a life philosophy to the scientific age. Children who grow up with the concept of a changing world who see natural laws merely as man's statement of customary occurrences in nature, are building their life philosophy as they are interacting with the culture of a scientific age. The child should be helped thru conscious interaction with it to face a life of change fearlessly and in an adventurous spirit of participation."³

Jane Blackburn, Early Elementary Education, W.S.T.C., Kalamazoo, Mich.

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NEW PUBLICATIONS

NEW BOOKS AND PAMPHLETS

- Curriculum Survey Committee, American Association of Dental Schools - A Course of Study in Dentistry. American Association of Dental Schools, 311 E. Chicago Avenue, Chicago, Illinois. 1935. 410 pp. Paper bound \$1.00.
- Michigan, University of, The Committee of the Faculty of the School of Education - Innovating Practices in the Curriculum. Distributed by the Bureau of Education References and Research. University of Michigan, Ann Arbor, Michigan. 1935. 165 pp.
- Michigan, University of, The Committee of the Faculty of the School of Education - Social Trends and Curriculum Revision. Distributed by the Bureau of Education References and Research, University of Michigan, Ann Arbor, Michigan. 1935. 200 pp.
- Minneapolis Public Schools - The Years of Depression 1930-1935. (Report of the Superintendent of Schools). June 1935. 72 pp. For discussion of the Curriculum, see pp. 71-108.
- New York, State of - Trends in Unit Teaching. This is a reprint of a bulletin first published by the University of the State of New York, in a series entitled: The Cardinal Objectives in Elementary Education. 1934. 147 pp. 35¢. New York State Association of Elementary Principals, Utica, New York.

³ p. 84.

Rankin, P. T., Chairman - Leadership in Instruction. Prepared by the Commission on Instructional Leadership. Department of Supervisors and Directors of Instruction, National Education Association, 1935. 31 pp. 25¢.

Terre Haute, Indiana - The Junior Red Cross. An Integration of the Junior Red Cross work with the Regular School Activities. 1935.

NEW COURSES OF STUDY

Civilian Conservation Corps - Agriculture. Outlines of Instruction for Educational Advisers and Instructors in Civilian Conservation Corps Camps. Vocational Series No. 1. 1935. 74 pp. 10¢. U. S. Office of Education, Department of the Interior.

Civilian Conservation Corps - Automobile Repairing. Outlines of Instruction for Educational Advisers and Instructors in Civilian Conservation Corps Camps. Vocational Series No. 2. 1935. 64 pp. 10¢. U.S. Department of the Interior, Office of Education.

Civilian Conservation Corps - Automotive Electricity. Outlines of Instruction for Educational Advisers and Instructors in Civilian Conservation Corps Camps. Vocational Series No. 3. 1935. 79 pp. 10¢ (Paper cover). U.S. Department of the Interior, Office of Education.

Indiana State - The Language Arts. Reading. Grades One to Six. Bulletin No. 115A. Department of Public Instruction. 1935.

Pennsylvania, State of - A Course of Study in Bookkeeping for Senior High Schools. Bulletin 84. 1935. Department of Public Instruction, Harrisburg.

Pennsylvania, State of - Geographic Education in Elementary and Junior High Schools. Suggestions for Developing Courses of Study in Geography. Bulletin 91. 1935. Pennsylvania Curriculum Studies. Department of Public Instruction, Harrisburg.

Pennsylvania, State of - Organization and Administration of Special Education Classes for the Orthogenic Backward. Bulletin 85. 1935. Department of Public Instruction, Harrisburg.

Pennsylvania, State of - Parent Education. A Manual of Suggestions to Aid School Authorities in Developing a Program of Parent-Pupil-Teacher Relationships. Bulletin 86. 1935. Department of Public Instruction, Harrisburg.

Pennsylvania, State of - Reporting Pupil Progress. Bulletin 88, 1935. Pennsylvania Curriculum Studies. Department of Public Instruction, Harrisburg.

Pennsylvania, State of - Suggestions for Developing Units of Study in Motion Picture Appreciation. Bulletin 98. April 1, 1935. 19 pp. Department of Public Instruction, Harrisburg.

Van Sickle, E. W.; Baumgardner, A., and Hood, F. C. - Suggested Instructional Material for Ninth Grade Community Civics, and Twelfth Grade Sociology. High School Visitor's Office, University of Illinois, Urbana, Ill. 1935. 83 pp. Mimeographed.

ANALYSIS OF THE ACTIVITIES OF MEMBERS

The annual report of the activities of the members of the Society affords an opportunity to discover some of the major pursuits and tendencies in the field of curriculum making. The material is presented by individuals without regard to the particular activities or interests in which they are engaged. It is impossible to group the reports by interest because one member may engage in several lines of activity. To discover the individual interest of the reporting members, it is therefore necessary to read each statement in detail. In general, judging on the basis of the material at hand, the members of the Society engaged in a large variety of highly productive curriculum enterprises.

Activities. The most common activity reported by members consists of the production of courses of study. Here the individual, usually in co-operation with others, wrote a new course of study or revised an old one. Thirty-six reports indicated participation in the production of curriculum bulletins. Teaching courses in curriculum making engaged the efforts of 17 members. Sixteen members acted as curriculum advisers or consultants, while 15 members were engaged in directing curriculum programs. Ten reports indicated that the individual was serving on a committee without indicating the general nature of the individual's activity. The tendency to precede curriculum revision by a study program is reflected in the reports of 8 members, who either prepared materials for such program or actually directed the procedure. Test materials were constructed by 4 persons. Three members made a survey of the curriculum of public schools. The preparation of instruments for the selection of text books is reported by two persons. Five members were engaged in the preparation of text books or had actually published them.

Research. A variety of research projects was reported, but this does not represent the total volume of research. Many of the activities reported above involve research but were not reported in these terms. Four research projects were definitely concerned with the social experiences of children and youths. Other research projects included: analysis of vocabulary of primers; measurement of emotional patterns; appraisal of curriculum materials; analysis of reading behavior, etc.

Subjects Revised. A tabulation of the courses under revision revealed that the social studies showed the greatest frequency, 27 individuals reporting this subject. Seventeen members were engaged in the revision of language courses; 10 reported work in mathematics, and 9 in science. There were a number of reports in higher education and in teacher training. In addition the reports show that members were working in the fields of health, safety, guidance, foreign language, industrial arts, home economics and character education.

Tendencies. The most common new tendency revealed by the analysis is the integration of the curriculum, 14 members reporting some activity in this field. The reports ranged from the merging of two subjects to the consolidation of all subjects around a single theme. The tendency to introduce

functional and life-like courses was revealed in about ten statements. Six individuals indicated that they were at work on some aspect of the simplification or the socialization of arithmetic. We have already reported that a study program preliminary to production of courses of study is becoming more common. Three members reported that they were engaged in a study of the social scene as a background for curriculum revision. The revision of record forms occupied the attention of three members. Several reports indicated an interest in the revision of the curriculum of the junior college and the teacher training program. Two individuals reported a study of the local community for curriculum purposes. The preparation of elementary material to develop world mindedness is the chief interest of one member. A number of individuals are engaged in preparation of materials in a relatively new field including: consumer education (2); picture appreciation (2); non-vocational practical arts (1); crafts for non-college pupils (1); beauty culture (1). One report was concerned with the merging of the curricula and extra-curricula programs. Two members reported that they were engaged in the establishment of new curriculum laboratories.

ANNUAL REPORT OF MEMBERS' ACTIVITIES

ARGO, A. C., Sequoia Union High School, Redwood City, California. The development of a course called Home Arts and Applied Science. The practical activities of the home compose the curriculum of the course. There is a correlation of materials from the science, mathematics, commercial, social studies, fine arts, mechanical arts, and domestic arts fields.

ARMSTRONG, W. E., Supervisor of High Schools, Salt Lake City, Utah. Taught one course in Curriculum at the University of Oregon, Eugene, during the summer session. Developed a tentative list of guiding principles for secondary education along with a bulletin on problems in course of study development. Directed the work of the curriculum committees in the secondary schools. Served as state chairman of the Society for Curriculum Study Membership Committee for Utah.

AYER, FRED C., University of Texas, Austin, Texas. Served as General Curriculum Consultant for Texas State Curriculum Revision Program. Wrote Texas Senior College Syllabus for Course in Curriculum Construction with J. C. Parker. Wrote book An Activity Program in Action with Mrs. B. B. Brusse. Taught various courses and attended numerous conferences on Curriculum Construction.

BAIL, P. M., President, Chevy Chase School, Washington, D. C. Development of courses of study in English, world history, biology, industrial arts, home economics, and crafts for non-college pupils. (Hibbing, Minnesota). Development of course of study for teaching English correctness by the dictation and proof-reading methods in the ninth grade. (Hibbing, Minnesota). Beginning the development and/or reorganization of junior college curriculum. (Chevy Chase Junior College).

BANKS, L. FRAZER, Birmingham Public Schools, Birmingham, Alabama. Member Alabama State Course of Study Committee, whose report was published as an outline of a new State Course of Study for the guidance of the schools and in selecting text books for the new adoption. Participating in Curriculum Study being done in Birmingham Public Schools. Member new Commission of the Southern Association of Colleges and Secondary Schools on Curriculum Problems and Research.

BELL, LeROY, Superintendent, Thornapple-W.K. Kellogg School, Middleville, Michigan. We have beginning, Junior and Senior Orchestras, Band, Chorus and Glee Club in our Music department; the usual athletic sports and organizations, Future Farmers of America, Four H Clubs, Science Club.

BETZNER, JEAN, Teachers College, Columbia University, New York City. The initiation and some development of a cooperative study of elementary school children's individual and group enterprises judged socially significant by elementary school workers. Analysis of these records is being made with the view to getting an understanding of the factors that stimulate and further these enterprises.

BRECKINRIDGE, ELIZABETH G., Supervisor of Elementary Curriculum, Board of Education, Louisville, Kentucky. I shall begin the first of the year to meet groups of teachers from the school system. It is hoped that through these study groups some of the newer conceptions of curriculum construction will be carried to all of the elementary teachers and principals of the city.

BREWTON, JOHN E., Louisville Public Schools, Louisville, Kentucky. During 1935, as a member of the staff of the Division of Surveys and Field Studies, Peabody College, I assisted in curriculum work in Arkansas and Mississippi. In the summer, I directed the Fisk University Curriculum Laboratory and assisted in the preparation of state curriculum bulletins. At the present time I am guiding the work of the Curriculum Cabinet in Louisville, Kentucky, as a preliminary step in the inauguration of a curriculum program on a city-wide basis.

BRISCOE, WM. S., Assistant Superintendent, Oakland, California. Development under direction of Dr. George Rice and Miss Vibella Martin, at University High School, courses in Personal Management, Social Living, Leisure Interests. Development of an integrated course for pupils 8 to 9 years of age. Work of Curriculum Councils in attempting to reorganize basic courses from kindergarten through the senior high school in relation to the maturation of pupils as a first step in building an integrated program.

BRISTOW, WILLIAM H., Department of Public Instruction, Harrisburg, Penna. See News Notes.

BROENING, ANGELA M., School Administration Building, Baltimore, Maryland. Engaged in two major curriculum activities: (1) constructing objective tests on literature and composition units, grades 7-12; (2) conducting experimental study comparing several methods of teaching composition in the secondary school.

BROWN, WM. B., Assistant Supervisor and Chairman, Secondary Curriculum Section, Los Angeles City Schools. The Secondary Curriculum Section of the Los Angeles City Schools has under way a program of curriculum development emphasizing integrative materials and procedures at all levels, building of a new social studies basic program including literature and language arts, the addition of courses of general non-vocational value in practical arts, and the developing of a general science program for grades seven through eleven.

BRUECKNER, LEO J., University of Minnesota, Minneapolis, Minn. During the past year I have been extending my research into aspects of the arithmetic curriculum related to the sociological and informational aspects of arithmetic. Some of the results of these studies are evident in my new series of arithmetics, "New Curriculum Arithmetics," published this summer.

BRUNER, HERBERT B., Teachers College, Columbia University, New York City. Continued work as Consultant for Fort Worth, Texas, curriculum program. This project is now in its fifth year. Working with graduate students in the development of criteria for judging courses of study. Have worked as a member of the 1936 Department of Superintendence Yearbook on Social Studies.

BUFKIN, W. E., Leland Consolidated School, Leland, Miss. While serving as Regional Director in State-Wide Curriculum Program, I met with County Curriculum Groups in ten counties, also directed Curriculum Study as Instructor in in State College Summer school.

CAMPBELL, DOAK S., George Peabody College, Nashville, Tenn. With Dr. H. L. Caswell I have been general consultant to state curriculum programs in Arkansas and Mississippi. In our laboratory selected workers from these states have prepared bulletins for the guidance of teachers and lay groups. I have rendered special consultative service through lectures and conferences in Texas and Georgia. I have completed a special study of the curriculum for the education of secondary school teachers including a survey of 158 colleges in the Southern Association of Colleges and Secondary Schools.

CARLEY, VERNA A., Stanford University, California. An analysis of the curriculum of the pre-service training of teachers at Stanford resulted in extended general education requirements, provision of new "service" courses, and a core course in the professional education of secondary school teachers.

CASWELL, H. L., George Peabody College, Nashville, Tenn. During 1935 my principal curriculum activities have been serving as general consultant for state curriculum programs in Virginia, Arkansas, and Mississippi, and for the city program in Birmingham, Alabama. Other activities have involved serving as special consultant to the Georgia State Program and to the Columbia, South Carolina, City Program. During the summer we enlarged our curriculum laboratory at Peabody College, providing extended opportunities for state and city groups with which we are working.

CHAMBERS, W. MAX, Superintendent of Schools, Okmulgee, Oklahoma. Our curriculum activities in the Okmulgee schools during the past year have been broad and general with regard to the entire elementary program. The Social Studies units for grades one to six, inclusive, have been published in mimeo-

graph form for the first time in several years. Other curriculum specialties included outlines and projects for Health and Safety education. The most recent interest along this line includes visual education introduced through sound pictures. We have committees at work now investigating the possibilities in this field.

CHAMPLIN, CARROLL D., Pennsylvania State College, State College, Penna. Having attended three international educational conferences in Europe last summer - at Geneva, Oxford and St. Andrews - I have become interested in curriculum materials that contribute to world-mindedness. I have been collecting relevant references, and during the coming year I plan to limit the scope of my investigation and seek especially materials actually tested out on the elementary grade level.

CLAYTON, W. G., Columbus Independent School District, Columbus, Texas. Reorganization of course of study in elementary arithmetic has received considerable attention. Numerous topics formerly and traditionally taught in lower grades have been postponed until later grades, complying with maturity of pupils. The social phase of arithmetic is emphasized more than ever.

CLEMENT, J. A., University of Illinois, Urbana, Ill. A General Survey was made of the range of offerings including amount of credit given in 575 accredited public high schools in Illinois, by myself and a number of graduate students. A report of the same was made in November to the Illinois High School Conference. I am now acting as a consultant together with two men from other universities in reorganizing the curriculum in a high school having an enrollment of 6000 pupils.

CORNING, H. M., Superintendent of Schools, Colorado Springs, Colo. Our elementary and junior high school courses of study are being rewritten with a view to integrating various subject matter fields and breaking down the barriers between them. We hope to have courses covering large areas of pupil experience to which various subject matter fields will contribute.

COWLES, LeROY E., Dean, Lower Division, University of Utah, Salt Lake City. We have been trying to develop new courses in four fundamental fields. We have made more progress in the Biological Science field than in any one of the other three. We now have a course which is designed to develop in the student an appreciation of man's relation to and dependence upon Biological Science.

COX, PHILIP W. L., New York University, New York City. In June 1935, I participated at Emory University and at the University of Georgia in the preparation of group leaders for the State-wide project in curriculum revision. I assisted a number of leaders in the high schools of New York City and of other schools of the metropolitan district to prepare curriculum materials for the "New Fifty Percent." I have been busy in the revision of my own teaching procedures and courses which are, by example, the best curricular-leadership I give. I have published many articles dealing with aspects of curriculum innovations in European schools and supplementary educational institutions.

GRESSMAN, PAUL L., Director, Bureau of Instruction, Department of Public Instruction, Harrisburg, Penna. See News Notes.

CROSS, CHAS. H., University of Arkansas, Fayetteville, Ark. Consultant for the science group in the laboratory course in Construction of Curriculum Units at the University of Arkansas. In collaboration with Dr. Roy Roberts I have prepared a correspondence course on Philosophy and Procedures of Curriculum Making.

CUSHMAN, C. L., Denver Public Schools, Denver, Colo. The following activities have been carried on through the department of research and curriculum of the public schools of Denver: A comprehensive and cumulative record booklet has been developed. Extensive bibliographies of materials suitable for use in classroom libraries in all subjects have been developed. A beginning has been made on the re-examination of our program in various fields in the light of recent educational research and discussions of educational philosophy.

CUTRIGHT, PRUDENCE, Board of Education, Minneapolis, Minn. See News Note.

DALE, EDGAR, Ohio State University, Columbus, Ohio. During the year 1935 I have been assisting Dr. George W. Zook of the U. S. Office of Education in setting up plans for a proposed American Film Institute. This Institute would act as a national clearing house and information center for educational films and allied visual aids.

DAVIES, J. EARL, 540 West 122nd Street, New York City. I have served as a member of the State Directing Committee for the revision of the elementary course of study for Colorado, and in that capacity have been responsible for the social studies course.

DIEDERICH, PAUL B., Progressive Education Association, Ohio State University, Columbus, Ohio. Visiting teachers of literature, music and art in the thirty secondary schools of the "Eight Year Experiment," endeavoring to discover what changes in behavior they are trying to bring about in their pupils, exchanging ideas on ways and means of bringing about these changes, and helping them devise tests, records, and observational situations to reveal progress toward the desired changes in behavior.

DIEFENDORF, J. W., University of New Mexico, Albuquerque, N. Mex. In the spring of 1935 the State Board of Education for New Mexico set up state-wide committees for the study of the curriculum. I am sub-chairman in charge of study of the high school curriculum. This study group is to make a report and recommendation to the State Board of Education some time during the spring of 1936.

DONNER, ARVIN N., Principal, Woodrow Wilson Junior High, Port Arthur, Texas. We have introduced an exploratory course (six weeks) called Pictures, which we are offering to our high seventh grade pupils. The purpose of this course is to create an appreciation for the better motion pictures. A brief study of scenario writing, acting, photography, and directing is given.

DRAPER, E. M., University of Washington, Seattle, Wash. D. Appleton-Century will publish in January a book on "Principles and Technique of Curriculum Making." Have devoted most of my time to this work during last three years. However, I have been interested in developing criteria for a course of study.

ELLINGSON, MARK, Rochester Mechanics Institute, Rochester, N. Y. During 1935 my work has consisted primarily of carrying on a continuous program of curriculum revision. The materials of the various curricula have been largely individualized and this necessitated the reorganization. In addition, I have been working on the problem of evaluating the procedures used in attaining the objectives of the various courses.

EVERETT, MARCIA A., 319 Market St., Belvidere, N. J. We are not actively participating in any curriculum activities at present. We are planning, however, to resume next year our efforts to encourage teachers to find and use as curriculum materials "the needs and resources" of their respective groups and communities.

FARNSWORTH, BURTON K., State Director of Secondary Schools for Utah, Salt Lake City, Utah. State staff members working in cooperation with twelve selected supervisors and classroom teachers spent most of last year studying recent English courses of study. This year they have organized a set of principles for the construction of an English Program and listed objectives, indicated suggestive type materials, and stenographic reports of lessons they have attempted to carry out with principles listed.

FILLERS, H. D., Superintendent of Schools, Wichita Falls, Texas. Service on the Executive Committee of Texas Program of Curriculum Revision. Chairman of the Commission on the Curriculum of the Texas State Teachers Association. Local and state conferences on curriculum. Directing local work on curriculum in Wichita Falls.

FRANSETH, JANE, Demonstration Helping Teacher, South Georgia Teacher College, Collegeboro, Ga. To learn how to meet rural life needs more adequately is the aim of a curriculum study program in Evans, Liberty, Bryan counties of Georgia. A helping teacher from South Georgia Teachers College visits each school once a month to guide the teachers in putting the ideas into practice. Teachers meet on Saturday to evaluate their practices and to plan future improvements.

FRENCH, LLOYD C., Director Elementary Schools, New Kensington, Pa. Arithmetic - New Courses of Study for the primary grades and the Junior High School completed. A tentative typewritten course for the intermediate grades put into operation. Art - New Course of Study in Art completed and put into operation. The creative idea stressed. Reading - Preliminary work on revision of Course in Reading under way.

FROST, NORMAN, George Peabody College, Nashville, Tenn. An attempt to organize a course on curriculum adjustment from the standpoint of the local system or school. Many have stressed the importance of such adjustment, but if anyone has done it, they have carefully concealed the fact.

FRUTCHEY, F. P., Ohio State University, Columbus, Ohio. Assisting the Department of Zoology at the Ohio State University in preparing and evaluating a students' manual on the application of zoological principles. Evaluating long and short term courses in general zoology at the Ohio State University during the summer quarter.

FUQUA, BLANCHE, Terre Haute Public Schools, Terre Haute, Ind. Chairman Language Arts Curriculum Revision, State of Indiana. Reading Section printed Sept. 1935. Assisted in preparation of Junior Red Cross Bulletin - printed November 1935.

GARTIN, WILLIAM W., Assistant State Superintendent, Department of Education, Boise, Idaho. As a member of the Supervisory Committee for elementary curriculum revision in the State of Idaho, and as acting chairman of that committee in Mr. Condie's absence, I have assisted in organizing the work of curriculum revision for the elementary schools of Idaho. Selected by Dr. Russell as state chairman of the committee for the promotion of curriculum study. Elected as chairman of the state Society for Curriculum Study of the State of Idaho.

GILMORE, C. H., State Department of Education, Nashville, Tenn. I am interested in curriculum revision from a state standpoint. We have not developed a definite program for Tennessee but during 1935 have given considerable thought to the problem.

GOODRICH, BESSIE BACON, Assistant Superintendent of Schools, Des Moines, Ia. In Des Moines two courses of study were published in September -- Social Studies for use in grade three, and French for the senior high school. There is now ready for publication a volume of about two hundred pages entitled The Book of Des Moines and designed for students' use in grade nine in the study of community life problems. Two books for the use of fifth grade pupils are in preparation -- A Child's First Book of Des Moines, and A Child's Book of Iowa. Work is going forward on the social studies course for grade four and on courses in dramatics and speech for the senior high school.

GRAY, WILLIAM S., University of Chicago, Chicago, Ill. During 1935 my chief curriculum activity related to the general project in which the University of Chicago has been engaged during the last two years looking toward the development of improved academic and professional curriculums for teachers. This work has progressed satisfactorily. The results will be published in a special announcement during the coming Summer entitled "The Preparation of Teachers".

HALL, SIDNEY B., State Board of Education, Richmond, Va. See News Notes.

HALTER, HELEN, New York State College for Teachers, Albany, N. Y. The revision of the junior high school social studies curriculum of Milne High School, the laboratory school of the New York State College for Teachers, has been completed. It is based on two types of units--one type emphasizing aspects of group living (example, Vocations in Our Community) the other emphasizing aspects of self-adjustment to group living (example, My Vocational Interests and Aptitudes).

HAND, HAROLD C., Stanford University, California. Taught curriculum course and led curriculum seminar at Stanford; this was done jointly with Paul Hanna; he represents Elementary Education and I, Secondary Education. Participated as consultant in Santa Barbara County and City curriculum revision program. Participated in two or three radio broadcasts re: modernized curriculum; spoke before various teachers' institutes re the same.

HANNA, PAUL R., Stanford University, California. Consultation - Santa Barbara County Schools; Santa Barbara City Schools; Fresno, California, Schools. Research - A survey of children's and youths' participation in socially useful work as a curriculum source. Text material - Chairman of Editorial Board of BUILDING AMERICA; revision of Newlon-Hanna Speller; social studies text books for primary grades. Committee work - Scope and Sequence for Curriculum of State of California. Courses - "General Foundations of Curriculum" and the "Elementary Curriculum" at Stanford University.

HARAP, HENRY, Western Reserve University, Cleveland, Ohio. I have continued a study of arithmetic in socially real situations. To secure a better understanding of the nature of learning I taught several units to a fifth grade. I analyzed curriculum bulletins to discover trends in adapting learning to individuals.

HARRIS, REBA F., State Department of Health, Louisville, Kentucky. Served as member Health Committee State Curriculum Council. Guided teachers in two rural counties to develop units based on problems involved in learning how to live better in one's environment. For example, the study of the problem of the group's effective use of light in the class room formed the beginning of a unit on illumination and eye efficiency in the school, in the home, and in the recreational and vocational life of the community.

HEATON, KENNETH L., Director, Division of Curriculum Research, Department of Public Instruction, Lansing, Mich. Supervision of demonstration and research projects in the following fields: The curriculum of the teachers college, dealing particularly during the past year with the non-professional junior college program. Publication of instructional materials in the fields of: (1) safety education, (2) alcohol and narcotics; (3) guidance. Survey of innovating practices in rural schools. Laying of general plans for state-wide curriculum reorganization.

HENDERSON, BARBARA, Director, Intermediate and Upper Grades, Kansas City, Mo. Consultant in construction of courses of study in social studies.

HERRIOTT, M. E., Los Angeles Public Schools, Los Angeles, Calif. Compilation of the annual text book list for the Society, editing of materials for The Educational Scene, and adjustment of the school room for the informal program. See article in the December 1935 issue of The American School Board Journal.

HOCKETT, JOHN A., University of California, Berkeley, Calif. Intensive analyses of the vocabularies of 35 primers, 30 first readers, and 25 second readers.

INGLERIGHT, ALLEGRA J., School City of South Bend, South Bend, Indiana. Our greatest interest has been in the field of elementary science, since it is being introduced in the elementary grades in South Bend this year. The Science program includes Health. The place which speech and literary work should have in our curriculum and their contribution to our whole program is being evaluated.

INMAN, W. O., Superintendent of Schools, Paris, Tenn. Supervise study of local school system looking toward extensive curriculum revision. Memoer of State Committee for Curriculum Revision.

JAGGERS, RICHARD E., Director Teacher Training, Department of Education, Frankfort, Kentucky. During the past year, I have been secretary of the State Curriculum Committee in Kentucky. During this period, I led in the preparation of a bulletin on the Organization of Learning Materials for Elementary Schools in Kentucky. It outlined the basic philosophy of an activity program and listed general objectives for the various subject fields. During this year, also, I have worked with the curriculum committees in Kentucky, which were appointed more than a year ago.

JOHNSON, ELEANOR M., Editorial Director, American Education Press, Columbus, Ohio. It has been my privilege to plan all specifications for a new series of science and social science readers for grades one to six which came from the press in September 1935. The content of these books has been selected to develop important science or science generalizations. The vocabulary has been more carefully controlled than that in the average reader.

JOHNSON, LESLIE W., 109 W. Broadway, Winona, Minn. During this year I have directed the curriculum activities in character education, arithmetic, and reading in the elementary schools of Winona, Minnesota. Character education and arithmetic syllabi are completed.

JOHNSON PALMER O., University of Minnesota, Minneapolis, Minn. The following investigations are under way: An evaluation of the basic courses in the Engineering curriculum as determined by the estimates of graduates in service. The correlation between comprehensive examinations and course materials and objectives in biological science, physical science, and agricultural areas at the college level. The evaluation of the functioning of the Forestry curriculum in practice.

JOHNSTON EDGAR G., University High School, University of Michigan Ann Arbor, Mich. Served as chairman of a committee on the Philosophy of Secondary Education of the Michigan Department of High School Principals. Participated in organization of materials and in teaching of the field course dealing with State and National Trends in the Curriculum offered by the School of Education of the University of Michigan.

JOINER, V. L., Route 3, Chattanooga, Tenn. I am teaching three classes in the Fundamentals of the Curriculum. Much interest is being shown in the work.

JORDAN, FLOYD, Northwestern State Teachers College, Alva, Oklahoma. During the summer of 1935 I was director of the curriculum laboratory at Peabody College, and during the regular year I was an assistant in the Division of Surveys and Field Studies at Peabody. Beginning in September I have had charge of the curriculum work in Northwestern State Teachers College, Alva, Oklahoma.

KING, H. B., Department of Education, Victoria, B. C. In 1935 I became Curriculum Adviser to the Department of Education of the Province of British

Columbia and to the Central or Co-ordinating Committee, the General Committees for the Revision of the Course of Study for Elementary, Junior and Senior High Schools. I have directed the study of curriculum problems by these committees and assisted them in their work.

KNIGHT, F. B., State University of Iowa, Iowa City, Iowa. Construction of the Arithmetic Unit in the Iowa Academic Tests. Pupil materials for applications of arithmetic to social situations for grades 4 and 5.

KOOPMAN, G. ROBERT, Department of Public Instruction, Lansing, Michigan. Completion of a demonstration in the organization of a secondary school faculty in such a way as to implement the attainment of social objectives through the school's curriculum. Appraisal of a reorganized curriculum at the junior college level. This project includes the use of existing appraisal instruments and the development of new instruments. Organizing instructional units designed to teach the school as a major social institution.

LARSON, EMIL L., University of Arizona, Tucson, Arizona. During 1935 course of study bulletin on Reading and Health and Physical Education were prepared for and published by State Department of Education. This was done in co-operation with C. Louise Boehringer, Director of Curriculum. Industrial Arts for Boys and Americanization will soon be ready for publication.

LEE, CHARLES A., Washington University, St. Louis, Mo. A short informal meeting of ten persons was held in St. Louis at the time of the State Teachers meeting. At that time it was agreed that we would try to get the State Teachers Association to sponsor a few panel discussions in different sections of the state on "Curriculum Development".

LEONARD, J. PAUL, College of William and Mary, Williamsburg, Va. Served as consultant to the Virginia State Department of Education for the English course of study for secondary schools; assisted in the Mississippi State program, working at the University of Mississippi; served as chairman of the Curriculum Society's membership committee in Virginia and participated in curriculum conferences in Alabama.

LIDE, EDWIN S., 1645 Pratt Boulevard, Chicago, Ill. I conducted a course in Curriculum Revision at Mercer University during the summer of 1935, and am to conduct a similar course next summer. During the present year I am conducting an extension course in the High School Curriculum for Indiana University at East Chicago.

LINDQUIST, R. D., Director, The University School, Ohio State University, Columbus, Ohio. We made most progress, I believe, in the development of our program of unified studies in the seventh, eighth, and ninth grades. This involves a program for each grade planned as a day's work, various parts of which are so arranged with reference to each other that the educational value of the whole day's work, as well as each of the separate parts, is enhanced.

LOOMIS, ARTHUR K., Principal, University High School, University of Chicago, Chicago, Ill. In the University High School the most important experiment in the field of curriculum which is new this year is being carried on in the required courses in the junior and senior years. All juniors are required

to take Economic Society and Early Civilizations. The work in English composition is carried on by assigning an English teacher to each section in Economic Society. The work in literature is carried on by assigning an English teacher to each section of Early Civilizations.

LOWREY, R. G., Dean, State Teachers College, Hattiesburg, Miss. Preparation of two textbooks integrating literature and social studies for the Mississippi schools. Chairman curriculum committee of Mississippi State Teachers College. Member advisory committee Mississippi State Curriculum Revision Program. Direction of experimental procedures with English composition at the college freshman level.

LULL, H. C., Kansas State Teachers College, Emporia, Kansas. I have been engaged during the past year as director for the improvement of the curriculum of fourteen city schools of the second class in the east central part of Kansas. We have been engaged in analyzing the current social scene in terms of socially significant relations in the following major areas -- the community relations, state relations, national relations, and international relations. Our method has been to set up statements of intermediate objectives as related to each of the above areas in turn, through language needs, citizenship needs, health needs, home-life needs, vocational needs, and leisure-time needs.

LYON, ELVA, University of Louisville, Louisville, Ky. Completion of dissertation at O.S.U., "The Construction and Evaluation of a Course in Developmental Reading for a Technical Institute," which makes available a description of part of my curriculum work at Mechanics Institute, Rochester, N. Y., and a formulation of a generalized technique by which other institutions may analyze student reading problems and build reading training courses to suit their needs. Preliminary work for revision of college composition curriculum at the University of Louisville.

McBROOM, MAUDE, Principal, University Elementary School, State University of Iowa, Iowa City, Iowa. See News Notes.

McCUISTION, ED, State Department of Education, Little Rock, Arkansas. Directed 7,000 teachers and 10,000 P. T. A. members in third year of Arkansas' five year curriculum program. Directed county and regional conferences in state program. Directed summer curriculum laboratories in Peabody College and the University of Arkansas. Directed production and distribution of bulletins to guide curriculum production.

MABIE, ETHEL, Director of Curriculum, Madison, Wisconsin. Our curriculum program this year has three aspects: (1) Revision of our arithmetic curriculum - following the recommendations of committees of teachers who last year studied important problems in the field; (2) experimentation with a new organization of science in grades four, five and six; (3) study of problems in spelling.

MACKINTOSH, HELEN K., Supervisor of Later Elementary Grades, Grand Rapids, Mich. A group of teachers interested in social studies has been studying the problem, "What has our community to offer children of later elementary grades (3-6) for the solution of current social and economic problems". Four groups-

civic, educational, recreational and industrial, were at work. Teachers assembled source material in these fields by the personal interview method, the questionnaire, and personal visit.

MATTHEWS, J. C., State Department of Education, Austin, Texas. In the year 1934-35 I served as Advisor of District Five. We organized fifty-two study groups for curriculum orientation. I published an article in the Peabody Journal of Education on "Building Interest Guides for Junior Citizens". In 1935-36 I am serving the State Department of Education (Texas) as Co-Director of Curriculum.

MAYFIELD, LEONARD B., 1314 J. Q. Adams St., Oregon City, Oregon. Reorganizing our Biology program based on the practical needs of our students as well as the interest and ability of the individual. Eliminating grades wherever possible. Integrated with other school subjects. Organized on unit plan with no required assignments made.

MENDENHALL, JAMES E., Lincoln School of Teachers College, New York City. During 1935 I have worked upon the preparation of BUILDING AMERICA picture texts sponsored by the Society for Curriculum Study. Up to January 1, 1936, we have published issues on "Housing," "Food," "Men and Machines," and "Transportation."

MERIAM, J. L., University of California, Los Angeles, Calif. The most striking advancement in my two Mexican schools is the development of habits and abilities in study. Studying the industries about them and the physical environment in which they live, these children naturally advance far beyond the "learning" of geography, history, arithmetic, etc. The work of these two schools is a bold challenge to the American junior high school where I am working to transform an obsolete curriculum into one of the life-like activity character.

MORROW, PAUL R., University of Georgia, Athens, Ga. Adviser, Georgia Program for Improvement of Instruction in the Public Schools.

MORTON, J. R., Principal, Senior High School, Marshall, Texas. Worked with El Paso teachers at Texas College of Mines during last six weeks of past summer. Am serving as chairman of the Texas State Production Committee in the field of Health and Physical Education.

NEWELL, BERNICE, Board of Education, Minneapolis, Minn. Several years' study of the social experiences of young children culminated in a social studies course of study for the early elementary grades. Such factors as child growth, the school environment, community contacts, expressional activities are treated. The functional aspect of spelling is emphasized in new spelling courses of study for grades 1-9 which were developed in connection with courses of study in composition. Curriculum bulletins relating to problems of first grade reading were developed.

NEWTON, RALPH, Superintendent of Schools, Waycross, Ga. Instructor "Curriculum Fundamentals" at University of Georgia Summer Session 1935. Chairman State Committee on "Aims".

NORVELL, GEORGE W., University of the State of New York, Albany, N. Y. The Elementary Syllabus in English for New York State is currently being revised through a co-operative plan in which more than one thousand teachers and tens of thousands of pupils participated. As a part of the work, state-wide studies of various problems in the field are being made and state-wide testing of proposed syllabus materials is under way.

OJEMANN, RALPH H., Iowa Child Welfare Research Station, State University of Iowa, Iowa City, Iowa. During the year I have directed studies in the modification of attitudes at various mental age levels, studies in the development of methods for measuring emotional patterns which can be used to describe more precisely objectives in this realm, and to trace the progress of the learner; and also studies in the analysis of certain concepts relative to the dynamic nature of knowledge and the relation of these concepts to the attitudes of youth and adults toward social and personal problems.

OVERN, A. V., University Station, No. Dak. My present interest is in gathering the best new materials for curriculum reconstruction for some writing now in progress. My interest covers all phases of curriculum offerings up to college levels.

OVERTURF, J. R., Deputy Superintendent, Sacramento Public Schools, Sacramento, Calif. The work of our city wide social studies committee has been the chief curriculum work for 1935. We have discontinued the use of the Rugg material in the junior high schools after ten years. We now use the syllabus plan in junior and senior high school with adequate library facilities. Adequate library facilities are also provided in the elementary schools, with units of work set up in the courses.

PARKER, J. C., Director of Curriculum, Fort Worth Public Schools, Fort Worth, Texas. The more significant curriculum activities in Fort Worth during 1935 have included completion of production and installation of a language arts program in all grades, initiation of revision activities for the 1933 social studies program, and a number of "try-out" activities in secondary schools.

PARSONS, BESSIE, Superintendent of Schools, Terry, Miss. In our reports to parents no grades are given. The teachers send out at regular intervals a report as to the effort the pupil is making and as to his character growth. Every four weeks each pupil writes a letter to his parents giving a complete report as to work done and character growth from his viewpoint.

PATTERSON, WILLIAM P., Vice-Principal, State Street School, Hackensack, N. J. Participated this summer as an instructor in secondary curriculum in the Georgia State Curriculum Program. President newly organized Curriculum Club of Teachers College, Columbia, theme - "Curriculum Frontiers". Working on curriculum revision project in Junior High-Elementary School towards doctor of education.

PETERSEN, ANNA J., 201 Ward St., New Brunswick, N. J. Coordinator for construction course in arithmetic - kindergarten through grade six. Cooperatively developed. Six meetings during year by grade groups; grade teacher chairman; principal adviser; guidance sheets recommending specific classroom research, and parallel readings, provided. Planned supervisory program in

arithmetic, including principal, chairman, superintendent, and elementary supervisor as part of total set-up.

PIPER, HELEN J., School Department, Administration Building, Lynn, Mass. The organization of remedial reading centers in three buildings and a minimum amount of remedial reading work in 110 classrooms. The study of local history by all pupils in Fifth Grades, the text book being the story of our own community, written and illustrated by children in grades 4, 5, and 6. An experiment in the teaching of fractions, carried out by 1250 pupils and 40 teachers under the direction of Dr. G. M. Wilson, of Boston University.

POWERS, S. R., Teachers College, Columbia University, New York City. Working with support from the General Education Board, the department of Natural Sciences at Teachers College is extending its work in the development of a science program suitable to the needs of general education. Four research associates, working with assistance from regular members of the staff, are giving full time to the work. Projects in progress or to be initiated shortly include: the development of source materials for use by curriculum workers and school room experimentation.

PROCTOR, W. M., 747 Dolores St., Stanford University, Calif. Am not engaged directly in curriculum activities this year. Have supervised two M.A. theses: one on "Industrial Arts Curriculum in Junior High School" and one on "Teacher Training Curriculum in Industrial Arts" for a California State Teachers College. Also wrote chapters on the curriculum for the Tracy Union High School Survey, published in May 1935, by Board of Education of Tracy, California, Union High School.

RAGLAND, FANNIE J., Director of Upper Elementary Grades, Cincinnati, Ohio. During 1935 I have worked with the Social Studies Committee for grades 4-8; Reading Literature Committees (grades 4-9) building a course designed to kindle and to guide reading interests as well as to improve reading techniques; and with Committees responsible for completing sections of the Tentative Course in Oral and Written Expression (7-9) which is being tried out this year.

REED, MARY D., Indiana State Teachers College, Terre Haute, Ind. Assisted Miss Fuqua, Terre Haute, chairman, in problems relative to the revision of the Language Arts Course of Study for the State of Indiana. Published article stating philosophy underlying the revision in Indiana Teacher. Served as coordinator in an experimental integrated Summer School program for Student Teaching in Indiana State Teachers College.

REYNOLDS, HELEN M., Board of Education, Seattle, Wash. Assisting in the working out of the curriculum for the younger children in literature, arithmetic and social studies. Adaptation of the curriculum for the five year old to small groups in isolated sections of the city - meeting also the needs of the five and six year olds under one teacher - also the need of the six year old not yet mature.

ROBB, EUGENE K., Supervising Principal of Schools, Bedford, Pa. Our greatest effort in curriculum construction and study during 1935 has been the furtherance of our program of integration of subject matter through related ac-

tivities in the elementary schools. Lists of specific objectives were formulated in the various departments of the secondary schools with a view of making the courses offered on this level more functional.

ROBINSON, ALEX. C., Friends Select School, 17th and Parkway, Philadelphia, Pa. We have made several important changes in our course of study, taking effect September 1935. The Social Studies have been given a major position throughout the Junior and Senior High Schools. Science study has also been moved to the fore with an integrated program throughout the six classes. The trend of foreign language study is toward the elective field.

RUCKER, D. C., Board of Education, Springfield, Mo. The approach to the problem of curriculum revision in our school system analyzes into these three phases: (1) Providing teachers with material which will help them interpret and evaluate their classroom procedures. (2) Encourage them to experiment intelligently with modern educational practices. (3) Arrange group meetings for the purpose of studying the problems involved in working out classroom and school procedures which will contribute to child growth and development.

RUSSELL, R. D., University of Idaho, Moscow, Idaho. My most important work has been the promotion of more wide-spread curriculum interest and activity through a reorganized state plan. We are making curriculum work less exclusive and more universal. Our objective is more and more teachers more and more curriculum minded.

SAMUELSON, AGNES, Superintendent of Public Instruction, Des Moines, Iowa. Our new course of study in history for elementary grades 1-6. Produced materials for improvement of instruction materials.

SASMAN, ERWIN H., Francis W. Parker School, Chicago, Ill. Chairman of Science Curriculum Committee, Francis W. Parker School. Committee now considering the question of the basis for a science program in the elementary and secondary school, the function of science in the present life of our children, the significance of the scientific method to elementary and secondary education, etc. Chairman, Regional Committee on Rural Education of the Progressive Education Association.

SCHORLING, RALEIGH, University of Michigan, Ann Arbor, Mich. With Howard McClusky wrote Part I, "Social and Economic Trends and their Educational Implications" for Educational Monograph No. 1 entitled Social Trends and Curriculum Revision published by the Bureau of Educational Reference and Research, University of Michigan. Have guided a number of research students in an investigation of the slow learning pupil. Have spent some time attempting to determine the tasks which a student teacher may do with profit.

SCHWIERING, O. C., University of Wyoming, Laramie, Wyo. Have been engaged in the curriculum revision program in the University of Wyoming. This consisted last year in the development of 37 special curricula for modern social and economic objectives. Have also acted as consultant in the revision of public school curricula in Casper, Cheyenne, and Midwest Wyoming. Have made a study of changes in the high school curricula in Wyoming since 1927.

SEXSON, JOHN A., Superintendent of Schools, Pasadena, Calif. We have moved forward with some desirable materials for survey courses, particularly in the field of the physical and social sciences and have tried them out during this first semester with satisfactory results. We have under construction materials for the second semester and anticipate some improvement in those over the first organized courses in these areas. As we view the function of the junior college as that of providing opportunities in general education it is our belief that these courses have much promise.

SHEFFER, W. E., Superintendent of Schools, Manhattan, Kansas. We are attempting to coordinate the work in English in grade 11 and in United States History in the same grade for the first time this year. In the junior high school an attempt is being made to unify the work of as many subject matter teachers about a few social science cores of interest as possible.

SHULKEY, B. C., 409 East Weatherford St., Fort Worth, Texas. Completion of Language Arts Course of Study and plans for the Revision of the Social Studies Course of Study under the supervision of Mr. J. C. Parker.

SICKLES, F. J., Superintendent of Schools, New Brunswick, N. J. The New Brunswick Public School System has been and is engaged-(1934-35-36) school years - in a number of curriculum activities. Briefly listed they are: new secondary curricula, system report cards, arithmetic course of study - elementary, beginning work on elementary English course. Secondary schools are working on foundation material for new courses of study of more modern type.

SIMMONS, I. F., Central High School, Jackson, Miss. Practically every teacher in the public schools of Jackson is cooperating in the Mississippi Program for the Improvement of Instruction. The elementary teachers are advised by Sallie B. Newman, elementary school supervisor, and the high school groups are advised by I. F. Simmons, high school supervisor.

SMYTH, J. M., Superintendent of Schools, Canton, Miss. I am conducting an experimental group of children in 7th grade in the integrated program under the supervision of F. C. Jenkins in the Mississippi Program of Revision. We are well pleased with the progress thus far.

SNYDER, R. H., President, Albion State Normal School, Albion, Idaho. In charge under the direction of the State Department of four curriculum building committees. These committees have charge respectively of geography, history, elementary science and health and hygiene. Each committee consists of ten persons, two Normal School instructors and eight classroom teachers from nearby schools. Each committee is producing units in its own field.

SORENSEN, R. R., Superintendent of Schools, Tracy, Minn. Effort is being made to correlate the work between departments and to have a greater continuity from year to year. Greater integration with environment is also striven for. Arithmetic course of study was revised by readjusting the gradation of materials. The result is a lessening in amount required in grades II, III, IV, V. At work on a suggestive outline for Home Room work.

SOUTHERLAND, R. H., Superintendent of Schools, Sumter County, Livingston, Ala. The philosophy of education in Sumter county is based upon the concept of a dynamic society with the child as the center of interest. Purposeful activities promoting optimum learning situations, integrating subject matter based on experiences, interests and needs of the child - as the center of interest - are contributed by elementary teachers in an Activity Bulletin. Center of interest units, interpreted through the social studies and language arts, are developed from the first through the twelfth grades.

STINEBAUGH, 150 No. Meridian Street, Indianapolis, Ind. The revision of the junior high school courses nearer completion with the publishing of General Science during the year. The chief curriculum activity at present is re-organization of courses in grades one to six. Tentative courses for these grades in social studies are practically completed and courses in language arts, mathematics, and science are in the process of construction.

SUMSTINE, DAVID R., Administration Building, Pittsburgh, Pa. High School Course of Study in Biology (in press). Handbook on Beauty Culture (in press). Social Studies Grades 4, 5, 6, Geography (in press). Social Studies Grades 5, 6, 7, 8, History (Experimental). Reading Readiness through the Use of Five Pre-Primers (Experimental). Spelling in Double Grades (Experimental).

TIDWELL, R. E., University of Alabama, University, Ala. Continued as chairman of the Committee on Curriculum Study, College of Education, University of Alabama; set up curriculum laboratory, supplying courses of study materials, special professional library selections and related materials, and comprehensive textbook libraries, both elementary and high school; assisted in planning University Summer Educational Conference (1935) centered around problems of curriculum development; member of Alabama Committee on Courses of Study; assisted in preparing preliminary report used as the basis for the selection of textbooks; instructor in curriculum problems, director of laboratory activities 1935; extension classes 1935-1936.

TIREMAN, L. S., University of New Mexico, Albuquerque, N. Mex. The work of the San Jose Experimental School continues to be along the lines of vocabulary work. We are endeavoring to organize the social science and reading material so that a core vocabulary may be developed. It is hoped that the utilization of this core vocabulary in a functional oral program will aid in making it meaningful.

TRYON, R. M., University of Chicago, Chicago, Ill. Most of my spare time up to July 15 was spent on my volume The Social Sciences as School Subjects, which was published by Charles Scribner's Sons during the early part of July.

TYLER, I. KEITH, Ohio State University, Columbus, Ohio. Began publication of weekly, OHIO RADIO ANNOUNCER, as guide to schools in use of radio; surveyed curriculum of Euclid, Ohio, schools; taught curriculum courses, University of Illinois, Summer Session; began preparation of textbook in radio program appreciation and manual on use of radio in the classroom.

TYLER, RALPH W., Ohio State University, Columbus, Ohio. My activities during the year have been concerned with the curriculum to the degree that educational appraisal is related to the Curriculum. Any satisfactory program of evaluation must be made in terms of the objectives of the curriculum and the results of appraisal in turn provide a basis for revision of the curriculum. Most of my work during the past year has been in developing programs of evaluation particularly in connection with the Eight Year Study of the Progressive Education Association.

UHL, WILLIS L., Dean, School of Education, University of Washington, Seattle, Wash. Working with Seattle Course of Study Committees and holding a series of course of study conferences for school and university departmental representatives.

UMSTATED, J. G., University of Minnesota, Minneapolis, Minn. Integration of basic education courses under independent study plan. A study of the activities pursued as extra-curricular work, and the related classroom activities, to discover the parts of the extra-curricular which might be merged with the regular curriculum. (With Miss Mary McGrath of the Minneapolis Public Schools.)

VANDERSLICE, H. R., Superintendent, Aliquippa Public Schools, Aliquippa, Pa. The most outstanding curriculum activity in Aliquippa in 1935 was in the field of the junior high school. Integrated learning units have been developed in this field which include social studies, geography, English and art. Pupils in the junior schools spend one-half day on an integrated activity with one teacher and the other half-day in a departmental program with a number of teachers.

VAN HOESSEN, RALPH, 277 Oakridge West, Ferndale, Mich. In our high school enrolling 1300 pupils, our curriculum activity is centered on a revision of the offerings in English. This project, involving the provision for activities on two ability or achievement levels, has been divided into four sections: (1) Philosophy of Education; (2) Primary Purpose; (3) Outline statements in each field of English suggesting purposes or goals to be attained and the consequent activities and experiences of pupils and teachers; (4) Evaluation or appraisal.

WADDELL, J. F., Assistant State Superintendent, Department of Public Instruction, Madison, Wis. The Department of Public Instruction has acted as a clearing house for various curriculum activities in Wisconsin for 1935. Activities: - Set-up of General Objectives. Statements of Principles of Learning. Outlines and Bibliography for Conservation. Outlines and Bibliography for Cooperative Marketing and Consumers Buying. General State Set-up for Curriculum Work. Work done in Social Studies and English.

WAPLES, DOUGLAS, University of Chicago, Library School, Chicago, Ill. Studies of college and high school reading behavior - for North Central Association and Progressive Education Association projects respectively.

WILSON, GUY M., Boston University, Boston, Mass. Twenty-eight towns and cities of New England are cooperating in a controlled experiment to determine the usefulness of teaching useless fractions. Some are already suggesting

that fractions be greatly simplified and that systematic treatment be deferred to the sixth grade. Data on the experiment will be summarized and studied for possible conclusions.

WINCHELL, CORA M., Professor, Household Arts Education, Teachers College, Columbia University, New York City. The close inter-relations existing between our course in "Home Economics and Curriculum Readjustment" and the general courses in "Curriculum" here at Teachers College represents my special contribution to the field. We find that this attempt at closer integration serves to strengthen home economics as a contribution to general education. I have also served, in a small way, as a consultant in the field of curriculum making in home life education in the elementary school program in Westchester County, New York.

WRINKLE, WILLIAM L., Colorado State Teachers College, Greeley, Colo. This is getting to be a perpetual response but - we are still working away at the new program of secondary education which we started three years ago and which is discussed in some detail in A Challenge to Secondary Education. Occasionally I am convinced that there are real signs of progress just around the corner.

YAKEL, RALPH, The James Millikan University, Decatur College and Industrial School, Decatur, Ill. My interest in the work of the Society is at present limited to an attempt to keep in touch with current movements in curriculum development. My principal job in presenting a course in Principles of Education, as I see it, is to acquaint each prospective teacher with the curriculum and course of study developments in his major subject.

YEAGER, TRESSA C., 211 No. Front St., Harrisburg, Pa. See report of William H. Bristow. Of the bulletins which he listed, "Geographic Education in the Elementary and Junior High School" is the curriculum work with which I was chiefly connected.

YOUNG, WM. E., High School Building, Hibbing, Minn. Course of study outline in each of three grades: four, five, and six. A series of informal objective tests paralleling unit course of study in history and science - for grades four, five, and six. Taught: Making the Course of Study in University of Iowa Summer School.

Received too late to be alphabetized.

BASS, W. A., Tennessee Education Association, Nashville, Tenn. Tennessee has begun the task of curriculum revision. The work is in its incipient stages. A legislative appropriation of approximately \$10,000 was made by the 1935 General Assembly for the work. A State Director of Curriculum Revision, in the person of F. E. Bass, has been appointed. The work is slowly getting under way.

BENNETT, ERCELLE, State Teachers College, East Radford, Va. My most important curriculum activities during 1935 have been: First the reading of new books and various other publications which have given the significant trends in curriculum construction. Second, I have found much interest in the selection, organization, and adaptation of materials for instruction in the upper elementary grades.

EVERETT, SAMUEL, University of Illinois, Urbana, Ill. Consultant in the Chicago public schools. A Central Curriculum Committee in Chicago is now planning experimental work in secondary education to be initiated in September, 1936. Curriculum adviser in the University of Illinois High School, where a study program preparatory to curriculum changes is now under way. Curriculum consultant to the History and Social Studies Steering Committee which is initiating a state revision program in Illinois.

HATFIELD, W. WILBUR, Chicago Normal College, Chicago, Ill. As chairman of the Curriculum Commission appointed by the National Council of Teachers of English, my chief work in 1935 was to gather in the last of the committee reports and to edit for publication An Experience Curriculum in English, (D. Appleton-Century), a "Pattern curriculum" covering all the branches of English from kindergarten through the twelfth grade.

KRAMER, GRACE A., 319 East 25th Street, Baltimore, Md. The "most important" you ask for - with all the research, etc. it entails - is, I'm sure, that I gave the course listed "The Curriculum" at the Catholic University of America, Washington, D. C., Summer Session 1935. Have been on that staff for a number of years in the summer.

LOMAX, PAUL S., New York University, New York City. Edited the May 1935 issue of "The Journal of Educational Sociology," Vol. VIII, No. 9 (Sec. 1), which was devoted to Readjustments in Business Education. Among the contributors were Henry Harap, Lillian M. Gilbreth, and Joy Elmer Morgan.

McSWAIN, E. T., Northwestern University, Evanston, Ill. Mr. D. E. Walker, superintendent of District No. 76, Evanston, Illinois, began a curriculum study-construction program in September 1935. I am serving as adviser for this program. The objective of this program is to develop an experience curriculum in social studies.

MIDKIFF, FRANK E., Honolulu, T. H. The environment of Hawaii's schools is largely rural and agricultural. Efforts are being made to coordinate and unite schools and communities in educational experiences. For example, we are running a five-year experiment in Waialua combining the schools, homes, plantations, and farms in carrying on Adult Education, child-and-mother classes, etc. In this experiment one plantation set aside four acres of land so that every child in school can raise grafted fruit and nut trees for their own home gardens.

MORRISON, NELLIE C., General Curriculum Chairman, Grand Rapids Public Schools, Grand Rapids, Mich. During 1934-35 Grand Rapids started work on revising the kindergarten-first grade social studies course of study. An effort is being made to study social problems with a view to incorporating certain fundamental understandings which children of this age level can understand.

ORR, M. L., Chairman Curriculum Committee, Alabama College, Montevallo, Ala. The Alabama College Curriculum Committee has devoted most of its weekly meetings this year to revision of the Junior College Core Curriculum set up two years ago. The revision has resulted in a greater freedom of election although the greater part of the curriculum is still prescribed. The Curri-

culum attempts to round up the general education of students in the junior college. A sub-committee has been set up to study the matter of comprehensive examinations to be used in the junior college.

RANKIN, PAUL T., 1354 Broadway, Detroit, Mich. I am acting as general chairman for a revision of the social studies curriculum from grades kindergarten through twelve in the Detroit schools. Also, a program of curriculum reconstruction with special reference to rural and village schools is being initiated in the state of Michigan by the State Department of Public Instruction through a group of state-wide committees. I am serving as chairman of the general committee for this project.

ROBERTSON, M. L., New York University, Washington Square East, New York City. Working on the organization of an integrated program of science education from kindergarten through the junior college. Present emphasis upon a defensible combined biological and physical science orientation course for School of Education curricula other than science (physical education, elementary education, etc.)

SMITH, DORA V., University of Minnesota, Minneapolis, Minn. My recent investigation of requirements in Freshman English for entrance to universities and colleges is described in The English Journal for January, 1936, in an article entitled "An Analysis of the Content of Placement Tests in Freshman English Used by 130 Representative Colleges and Universities." I have also completed an investigation of the reading interests of senior high school students in eight Minnesota towns.